Swim Transition Instructor Clinic

SWIM
FOR LIFE®
LIFESAVING SOCIETY

Welcome and introductions

Trainer information<insert>
- First Name Last Name
- Title, Organization
- Contact information

NOTES:

- Introduce yourself to the group and welcome them on behalf of the Lifesaving Society.

- Share your personal connection to the Swim for Life program (be positive and enthusiastic).

Prerequisites and course materials

- Are you a minimum of 15 years of age?
- Do you hold your Canadian Red Cross Water Safety Instructor certification?
- Do you have your copy of the *Swim for Life Award Guide*?

If yes, then let's continue!

NOTES:

Welcome!

Welcome to this special Swim Transition Instructor Clinic.

As a Red Cross Water Safety Instructor, you already know how to teach swimming. So, this clinic will focus on understanding the ins and outs of the Lifesaving Society Swim for Life program – how it is structured, how the content is organized and how to use the Swim for Life Instructor resources.

Drowning is a serious problem in Canada and teaching every Canadian to swim is an essential part of the solution. We are delighted to have you as a member of the Lifesaving Society's leadership team.

Welcome aboard!
Bobby White, CEO, Lifesaving Society Canada

NOTES:

- Share the Welcome! slide from Bobby White , CEO of Lifesaving Society Canada.

Clinic objectives

- ***Orient*** you to the main features and characteristics of the Lifesaving Society Swim for Life program and support materials.

- ***Prepare*** you to teach and evaluate the Swim for Life program.

- ***Introduce*** the Lifesaving Society and its competency-based leadership system.

NOTES:

Learning outcomes

- *Identify* the *five* Swim for Life modules and the primary target groups for each.
- *Identify* the *seven* content streams in which Swim for Life content is organized.
- *Trace* stroke and skill progressions through Swim for Life levels.
- *Locate* and *use* At-a-glance charts, Test Items, Purpose Statements, Must Sees and Notes in the *Swim for Life Award Guide*.

NOTES:

The Lifesaving Society

The Lifesaving Society is a ***national, independent***, ***charitable*** organization educating Canadian lifesavers since the first Lifesaving Society Bronze Medallion Award was earned in **1896**.

The Society works to prevent drowning and water-related injuries through:

NOTES:

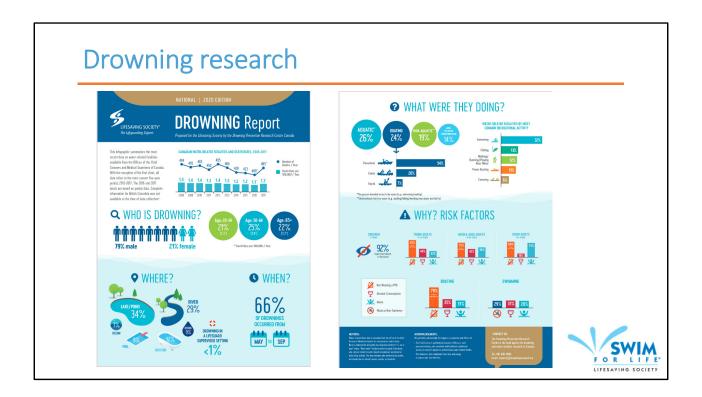# Training and certification

NOTES:

- Over 1.2 million Canadians participate in Society programs every year, including Swim to Survive, Swim for Life, First Aid, Bronze Medal Awards, National Lifeguard, and instructor training.

Public education

NOTES:

- We focus our drowning prevention efforts on people most at risk, e.g., parents of young children.

- We deliver Water Smart behavioural change messages through our Swim for Life and Swim to Survive programs in addition to public education initiatives like NDPW.

Drowning research

NOTES:

- Conduct research in fatal and non-fatal drownings, aquatic injury and rescue interventions.

- Ongoing research and analysis supports evidence-based water-rescue training and prevention education.

Aquatic safety management services

NOTES:

- We establish aquatic safety standards and consult for the aquatic industry, governments and the judiciary.

- We perform aquatic safety audits and serve as experts in legal cases involving aquatic safety.

Lifesaving sport

NOTES:

- We are the Canadian governing body for lifesaving sport – a sport recognized by the International Olympic Committee and Commonwealth Games Federation.

- We use lifesaving sport to engage and inspire youth in our drowning prevention mission.

The Lifesaving Society - Mission

Our Mission
To prevent drowning and
reduce water-related injury.

NOTES:

- Why the Lifesaving Society exists.

The Lifesaving Society - Vision

Our Vision
A Canada free from drowning and water-related injury.

SWIM
FOR LIFE
LIFESAVING SOCIETY

NOTES:

- Where the Lifesaving Society is going.

The Lifesaving Society - Values

Our Values
Guided by humanitarian principles, we are the Canadian leader in the prevention of drowning and water-related injury.

We are collaborative, innovative, and ethical.

We operate with fairness, respect, trust, and integrity.

We value diversity, flexibility and creativity.

We seek inclusiveness, driven by the needs of our community.

We are a dynamic organization that succeeds through volunteerism, pro-active leadership, and the pursuit of excellence.
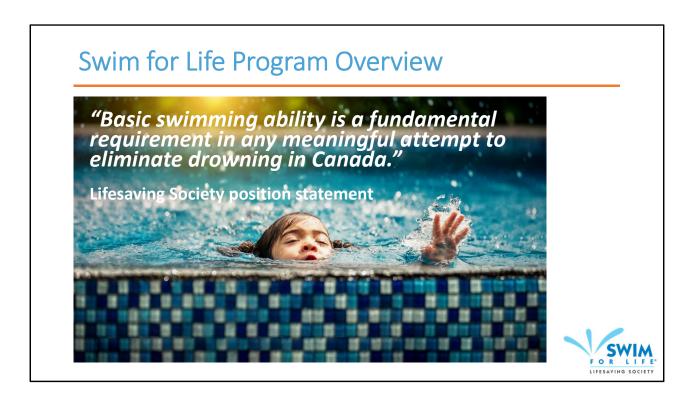
NOTES:

- How the Lifesaving Society behaves.

ACTIVITY:

Question to the group:

- How can you as an Instructor contribute to the Lifesaving Society mission, vision and values?

A century of saving lives
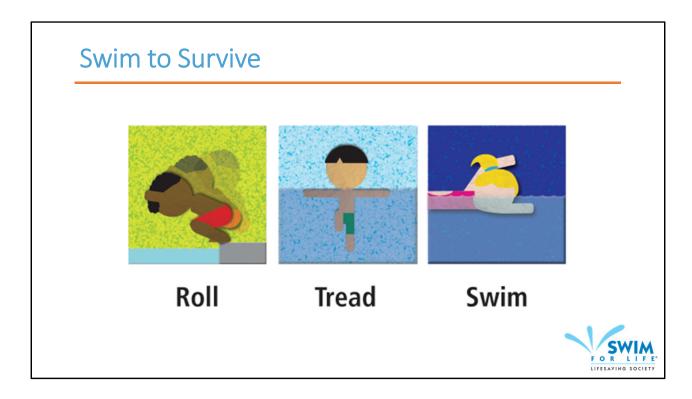
Click here to watch the video.

NOTES:

- After viewing the video, share the motto: Whomsoever you see in distress, recognize in them a fellow human being.

- https://youtu.be/PoMZJYzS6Hk

Swim for Life Program Overview

"Basic swimming ability is a fundamental requirement in any meaningful attempt to eliminate drowning in Canada."

Lifesaving Society position statement

NOTES:

The Swim for Life program was developed on the basis of the *Swim to Survive Standard* and the Society's position statement.

How does the Society define "*basic swimming ability"?*

- The skills required to ***survive*** an unexpected fall into deep water.

Swim to Survive

Roll   Tread   Swim

NOTES:

It's important to note that Swim to Survive is both a standard and program.

Swim to Survive Skills is a content stream in the Swim for Life program with participants required to demonstrate the *Swim to Survive Standard* in Swimmer 4 (with many progressions leading up to this).

Recognizing that only about **half** of Canadian children enroll in organized swimming lessons, the Society developed a stand-alone Swim to Survive program to teach the three skills beyond the confines of traditional swimming lessons.

- The 3 skills are :

    - Roll entry into deep water – to simulate an unexpected fall into deep water

    - Tread water for 1 minute – to practice how to stay calm, take a breath, look for safety

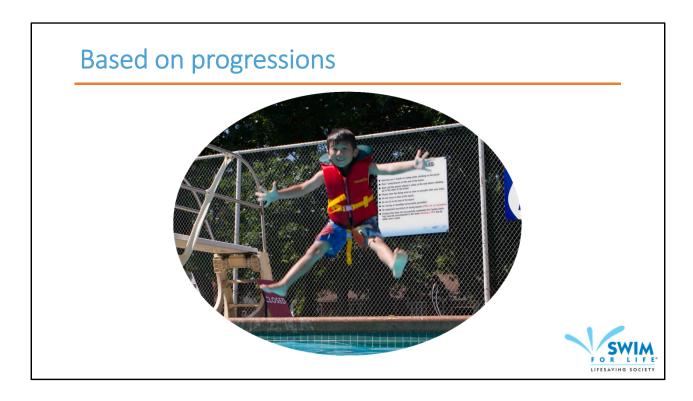   - Swim 50 metres - 2/3 of drownings occur within 15 m of safety. 50 m was

chosen to account for factors not easily replicated in the pool (e.g. cold water, wind, rain, currents).

History of Swim for Life

- Launched over 20 years ago at the request of Affiliates
- Affiliates were looking for a learn-to-swim program that:
  - was comprehensive
  - cost-effective
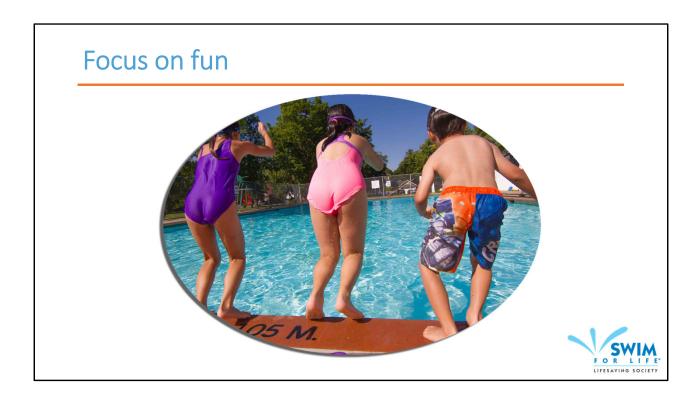 - led seamlessly into the Society's lifesaving and lifeguard programs

NOTES:

- Launched initially in Alberta.

- Swim for Life became a Lifesaving Society national program in 2007.

Based on progressions

NOTES:

- The program allows for lots of confidence-building success.

- New skills are introduced at a steady rate so candidates do not get stuck at one level.

- Skills and strokes were chosen by observing what children actually do in real life – enjoying the water in backyard pools, at the cottage and during recreational swims.

In water vs. on land

NOTES:

- The best place to learn to swim is in the water.

- Children under 8 years of age crave activity but may have limited endurance.

- All swim program items are practical and designed to *maximize in-water activity*.

Focus on fun

NOTES:

- The Swim for Life program is designed to develop and sustain the participant's interest at every level with new skills and age-appropriate challenges.

- That is why the program includes fun skills like **handstands**, **somersaults** and **tuck jump** (cannonballs).

Modules

1. Parent & Tot

2. Preschool

3. Swimmer

4. Adult Swimmer

5. Fitness Swimmer

NOTES:

- Swim for Life is organized in modules designed to meet the swim instruction needs of any age group.

- The program is designed to provide participants with the swimming skills and strokes that provide a lifelong basis for safe, enjoyable and healthy participation in aquatic recreation, fitness or sport.

- Physical activity is a lot more fun with a foundation of physical literacy.

- Developing active kids means nurturing physical literacy at a young age.

- Swim for Life is designed to do just that – the program promotes an active lifestyle through structured activity to teach the essential principles of becoming active for life.

- Swim for Life content is designed and ordered to promote the acquisition of basic competency in the fundamental swimming strokes and related aquatic skills.

- Content is streamlined and focused to ensure participants have the necessary time to

achieve this outcome.

ACTIVITY:

Open your *Swim for Life Award Guide* and follow along as we determine number of levels and ages for each of the modules.

Parent & Tot 1-3

Number of levels: 3

Ages:
Parent & Tot 1 - 4–12 mths.
Parent & Tot 2 - 12–24 mths.
Parent & Tot 3 - 2–3 yrs.

NOTES:

- The Lifesaving Society Parent & Tot program structures in-water interaction between parent and child to stress the importance of play in developing water-positive attitudes and skills.

- Activities and progressions are based on child development, so parents register in the level appropriate for their child's age.

- Targeted Water Smart drowning prevention messages are an integral part of the Swim for Life program. These messages are delivered in all Parent & Tot levels.

Preschool 1-5

Number of levels: 5

Ages: 3 to 5 year-olds

NOTES:

- The Preschool program gives children a head start on learning to swim. Preschool programs develop an appreciation and healthy respect for the water.

- In this program, we work to ensure 3 to 5-years-olds become comfortable in the water and have fun acquiring and developing a foundation of water skills.

- Targeted Water Smart drowning prevention messages are an integral part of the Swim for Life program. These messages are delivered in all Preschool levels.

Swimmer 1-6

Number of levels: 6

Ages: 5 to 12-year-olds

NOTES:

- The Lifesaving Society Swimmer program makes sure children learn how to swim before they get in too deep.

- Progressions accommodate 5 to 12-year-olds including beginners as well as swimmers who want to build on the basics.

- We stress lots of in-water practice to develop solid swimming strokes and skills.

- Targeted Water Smart drowning prevention messages are an integral part of the Swim for Life program. These messages are delivered in all Swimmer levels.

Adult Swimmer 1-3

Number of levels: 3

Ages: 16 years of age +

NOTES:

- The Adult Swimmer program is targeted at people over 16 years of age who may be just starting out or swimmers who just want help with their strokes.

- Within the Adult Swimmer curriculum, participants set their own goals to develop water confidence and smooth recognizable strokes.

- Targeted Water Smart drowning prevention messages are an integral part of the Swim for Life program. These messages are delivered in all Adult Swimmer levels.

- Instructors should be prepared to adapt these items and awards to accommodate the needs of adult learners and provide the flexibility for them to select the skills they want to learn to achieve their personal swimming goals.

Fitness Swimmer

Number of levels: 1

Ages: any age

NOTES:

- The Fitness Swimmer program is for swimmers of any age who want to improve their overall physical fitness in the water.

- Fitness Swimmer provides a structured approach to improve physical fitness based on accepted training principles and practices including interval training.

- Participants set their own goals for everyday active living.

Content Streams

1. Entries and Exits
2. Surface Support
3. Underwater Skills
4. Swim to Survive® Skills
5. Movement / Swimming Skills
6. Fitness
7. Water Smart® Education

NOTES:

- In each module, content is organized around seven "**content streams**" and builds level by level and module by module.

- Content streams have been carefully selected and progressively positioned to provide the logical building blocks that enable participants to succeed.

1. Entries and Exits

NOTES:

- Drowning research has shown it is important that participants know how to enter and exit the water safely.

- Different entries for a variety of water environments ensure that participants are comfortable in a variety of aquatic settings.

ACTIVITY:

Trace the Progression: Have candidates trace the entries and exit progressions from Preschool 1 through to Swimmer 6.

2. Surface Support

NOTES:

- Supporting oneself at the surface in order to breathe and to orient oneself to the nearest point of safety is a fundamental skill in keeping participants safe.

- At the top end of the Swimmer levels, participants begin the building blocks for lifesaving skill development.

3. Underwater Skills

NOTES:

- Children who are comfortable underwater thoroughly enjoy the water and excel in all areas of learning to swim.

- Many of these skills are necessary building blocks for stroke development as well (e.g., breath control, manipulation of body positions, opening eyes).

ACTIVITY:

"Can you find…?": In what level can you find the following underwater skills?

- Handstand – Answer: *Swimmer 3*

- Front somersault – Answer: *Swimmer 3*

- Underwater swim (5 m) – Answer: *Swimmer 4*

- Back somersault (in water) – Answer: *Swimmer 5*

- Swim underwater 10 m to recover object – Answer: *Swimmer 6*

4. Swim to Survive® Skills

NOTES:

- Survival skills enhance personal safety and reinforce our swim-to-survive message.

- Participants can use any combination of leg kicks and arm actions. They can swim on their front or back (or both). Just get there!

- The Must Sees for the Swim to Survive standard are:

    - Completion of skills in a continuous sequence

    - Distance and time requirements completed

ACTIVITY:

#1 *Swim to Survive Progressions Activity*. Using the Swim to Survive progressions cards (see Appendix in Trainer Guide), distribute a set of cards for each group, and have the groups place the progressions in order.

Swimmer 1

Roll laterally front to back and back to front
Flutter kick on front and back 5 m each

Swimmer 2

Wearing PFD, jump into deep water, tread 30 sec. and swim / kick 15 m
Flutter kick on front, back and side 10 m each

Swimmer 3

Front somersault (in water)
Jump into deep water, tread 30 sec. and swim / kick 25 m
Flutter kick on back 5 m; reverse direction and flutter kick on front 5 m
Flutter kick on front 5 m; reverse direction and flutter kick on back 5 m

Swimmer 4

Canadian Swim to Survive Standard: Roll entry into deep water, tread 1 min. and swim 50 m

#2 *Swim to Survive True/False Activity*

Any combination of strokes and/or kicks is acceptable. Answer: *True*

Stroke/kick quality is evaluated? Answer: *False*

Head-first entries can be performed in the shallow end. Answer: *False*

Candidates have a sufficient depth of water for a safe entry. Answer: *True*

It's okay not to check the water before entering head-first. Answer: *False*

Swimmers must hold their head and knees before entering the water. Answer: *False* (Must Sees - controlled entry and return to surface). Technique is not evaluated.
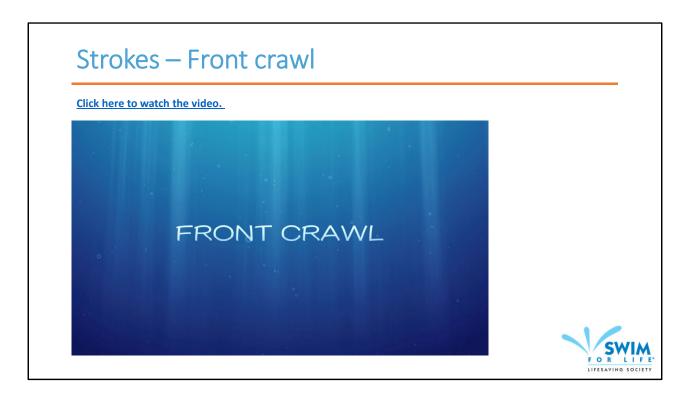
Once swimmers achieve the minimum standard, encourage swimmers to increase time and distance. Answer: *True*

5. Movement / Swimming Skills

NOTES:

- Participants develop competencies using progressions that lead to the acquisition of **three** swimming strokes (front crawl, back crawl and breaststroke) and **three** lifesaving kicks (whip kick, eggbeater kick and scissor kick).

- Distances are age-appropriate and achievable targets in the development of swimmers.

- Swim distances flow seamlessly into the Canadian Swim Patrol program, as this is the next step for swimmers who wish to continue aquatic training.
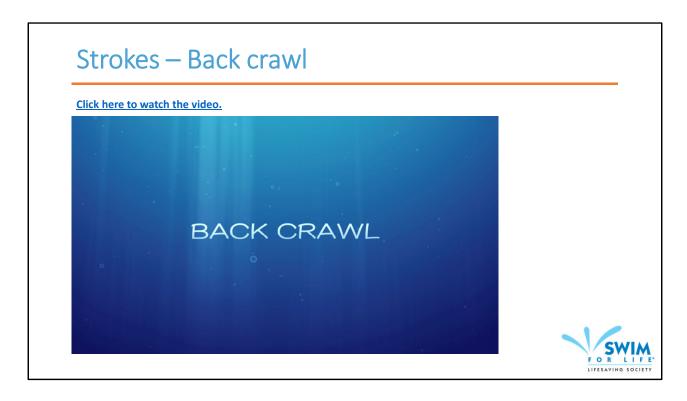
NOTES:

- https://youtu.be/hK0XE4Xk4GM

ACTIVITY:

"Answer This" Game – using your *Swim for Life Award Guide* candidates to provide answer to the following questions:

1. In what Preschool level is front crawl introduced? Answer: *Preschool 4 (page 30)*

2. What are the distance requirements for front crawl from Swimmer 1 – Swimmer 6?
   Answer: *Swimmer 1: 5 m; Swimmer 2: 10 m; Swimmer 3: 15 m; Swimmer 4: 25 m; Swimmer 5: 50 m; Swimmer 6: 100 m*

3. Which of the following are Must Sees for Swimmer 6 front crawl? Answer: *All of them*

    - Minimum distance completed
    - Body on front; streamlined and horizontal
    - Alternate arm action with overarm recovery and underwater pull below body

- Hands enter beyond shoulder, pull past hip
- Elbow higher than hand during recovery
- Continuous, rhythmic flutter kick initiated from hips; slight knee bend; feet relaxed
- Regular breathing pattern to side with underwater exhalation

Strokes – Back crawl

Click here to watch the video.

BACK CRAWL

NOTES:

• https://youtu.be/CEVYefhYXKl

ACTIVITY:

"Answer This" Game – using your *Swim for Life Award Guide* candidates to provide answer to the following questions:

1. In what Preschool level is back crawl first introduced? Answer: *Preschool 5 (page 33)*

2. What is the difference between back crawl in Swimmer 5 and Swimmer 6? Answer: *Distance increases 50 m to 100 m*

3. In what level does the arm recovery require straight elbows for back crawl? Answer: *Swimmer 5 (page 56)*
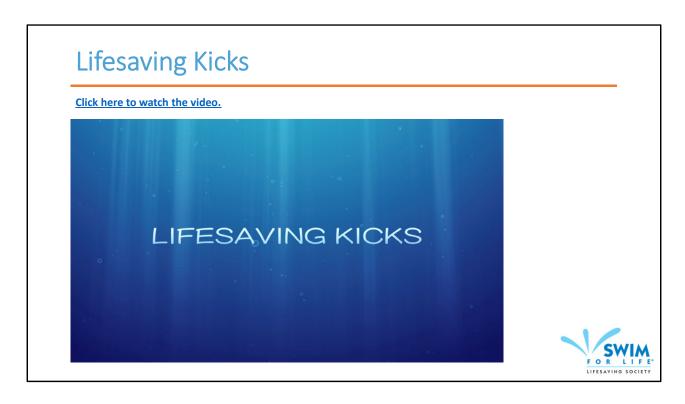
Strokes – Breaststroke

Click here to watch the video.

NOTES:

• https://youtu.be/Vrt3FXh5k_M

ACTIVITY:

"Answer This" Game – using your *Swim for Life Award Guide* candidates to provide answer to the following questions:

1. In Swimmer 5 breaststroke, the Must See required for the kick is _____and _____; heels recover towards buttocks. Answer: *First blank = simultaneous; Second blank = symmetrical*

2. What is the sequence for breaststroke? Answer: *pull – breathe – kick – stretch (into streamline position). Swimmer 5 (page 64)*

3. An arm drill for breaststroke is first introduced in what level? Answer: *Swimmer 4 (page 51)*

Lifesaving Kicks

Click here to watch the video.

NOTES:

- 3 lifesaving kicks are whip kick, eggbeater and scissor kick.

- https://youtu.be/LJTRtjUL2IQ

ACTIVITY:

"True/False" Game – candidates to provide a True or False answer to the following questions: (feel free to add more)

1. One Must See for Whip Kick is "legs drive with knees apart." Answer: *True*

2. A Must See for Eggbeater is "semi-circular drive away from the mid-line of the body." Answer: *False*

3. A Must See for Scissor Kick is "top leg extends forward and bottom leg extends back." Answer: *False*

6. Fitness

NOTES:

- Opportunities to develop personal physical fitness abound in the Swim for Life program.

- The Swim for Life program introduces interval training:
  - ✓ commonly used in competitive swimming and other sports
  - ✓ as an effective way to develop quality strokes over long distances while improving endurance and fitness.

- Intervals of work are separated by periods of rest (e.g., 4 x 25 m breaststroke with 30 sec. rests).

- Long distance swims often result in strokes deteriorating, reinforcing bad habits. Shorter distances break up the skill into smaller chunks and promote fitness.

NOTES:

- https://youtu.be/B5dSbh4nVlw

ACTIVITY:

7. Water Smart® Education

	Within Arms' Reach	Swim with a Buddy	Wear a Lifejacket	Check the Ice	Swim to Survive
Parent & Tot	✔		✔		✔
Preschool	✔		✔		
Swimmer	✔	✔	✔	✔	✔
Adult		✔	✔	✔	✔

NOTES:

- You can spot Water Smart® kids right away. They're the ones who know how to swim and behave safely around water.

- The Lifesaving Society's Swim for Life program makes sure kids are Water Smart before they get in too deep.

- Water Smart drowning prevention messages are an integral part of the Swim for Life program.

- Targeted messages in each level are based on the Lifesaving Society Drowning Reports.

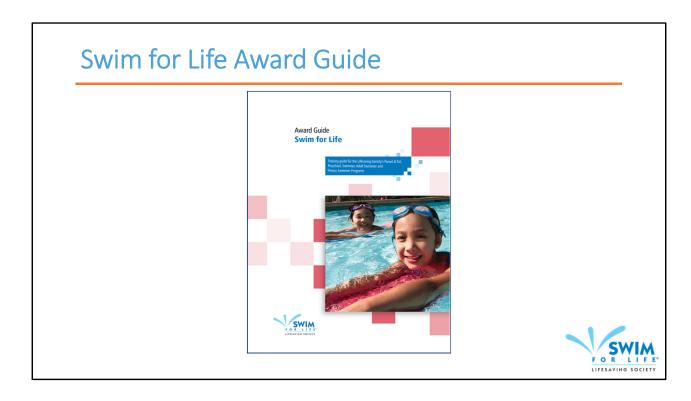- These messages are embedded in content and program support materials.

ACTIVITY:

#1 *Brainstorm*: In 2 groups, brainstorm ideas to deliver Water Smart® messages in the following ways:
- stand-alone (e.g., Water Smart® Day)

- integrated (into skills)

#2 *Water Smart Messages*. In groups, assign each group a Water Smart® message. The group determines and highlights what they should teach in each message in the levels.

Swim for Life Award Guide

NOTES:

- The *Swim for Life Award Guide* contains the information an instructor needs to teach and evaluate the Swim for Life program.

- Instructors need to know how to quickly and easily locate the relevant information to help plan the class and evaluate swimmers.

- Ensure instructors are oriented to the At-a-glance pages at the beginning of each Module.

ACTIVITY:

1. **Check this out! –** Have everyone turn to *page 48* in the Swim for Life Award Guide for review:

- Module/Level: are shown top right of the page.

- Content Streams: In each module, content is organized around "content streams" and builds level by level and module by module.

- Test Items: describe the skill(s) candidates perform.

- Statements of Purpose: describe what the item achieves when performed successfully or specifically why the item is included in the training program.

- Must Sees: are the performance requirements, they detail the performance, which will achieve the purpose of each item. Instructors use the "Must Sees" as a checklist for success.

- Notes: present expectations or limitations of the performance of an item. Suggestions to the instructor regarding specific evaluation problems are also offered here. Space is provided for instructors to write their own additional notes.

2. ***"Find the…." Game*** – Using the *Swim for Life Award Guide*, find the answer to the following questions. The first person/group who has the correct answer gets a point. The group/person with the most points wins!

1. What is the purpose of the handstand in shallow water? Answer: *To develop underwater orientation and weight transfer (page 47)*

2. What is the purpose of the Sprint Swim in Fitness Swimmer? Answer: *To practice sprinting as a swimming fitness skill development* activity (page 85)

3. What is the Swim to Survive standard? Answer: *Roll into deep water, tread 1 minute, and swim 50 m* (*page 51*)

4. In what Preschool level is Front Crawl first taught? Answer: *Preschool 4 (pages 16, 26)*

5. What is the note for Swimmer 1 – Item 7? Answer: *Encourage swimmers to perform skill without goggles (page 39)*

6. What is the Must See for the tuck jump? Answer: *Controlled return to surface after entry (page 54)*

7. How old are tots in Parent & Tot 2? Answer: *12-24 months (page 1)*

8. What is the Swim to Survive skill taught in Preschool 5? Answer: *Wearing a PFD, sideways entry into deep water; tread 20 sec.; swim/kick 10 m (page 32)*

9. What should we be making swimmers aware of when completing interval training? Answer: *…to control their pace during training (pages 44, 49, 52, 57, 62)*

10. What is the purpose of vertical whip kick? Answer: *To develop a propulsive whip kick (page 32, 44)*

11. Who is Fitness Swimmer targeted at? Answer: *Swimmers of any age (page 83)*

12. Name a Water Smart message that is embedded in the Swim for Life program. Answer: *Within Arms' Reach, Swim with a Buddy, Wear a Lifejacket, Check the Ice, Swim to Survive (pages 1, 15, 35, 65)*

13. What age are Preschool swimmers? Answer: *3 to 5-year-olds (page 15)*

14. What is the purpose of a forward roll entry? Answer: *To develop ability to reorient self after an unexpected entry (page 46)*

15. What are the "Must Sees" for a Sideways entry wearing a PFD in Adult 1? Answer: *Appropriate PFD correctly donned and fastened on land and controlled return to surface after entry (page 66)*

Evaluation

NOTES:

- When a candidate demonstrates the **Must Sees** successfully for all the test items within a level, the candidate passes and moves to the next level.
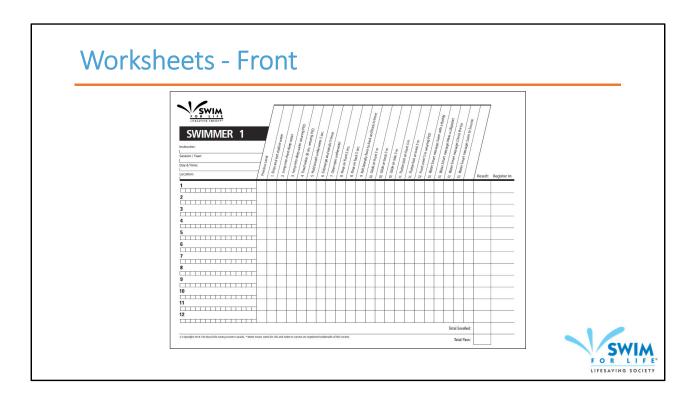
As a Swim for Life Instructor, you will:

- *provide* swimmers with lots of *feedback* to help improve their performance

- *provide* lots of *practice* to assist them in achieving the Must Sees for each test item

- keep *track* of swimmers' *successes* throughout their swim lessons

- either periodically and/or nearing the end of the course, your focus will shift to making *decisions* about whether swimmers are going to pass the level. This means determining whether their current level of performance *meets the standards* required for success

- *use* the *Swim For Life Award Guide* as the basis for candidate *evaluation*

- be *objective* and base your *final evaluation* on the *standards* expressed in the award
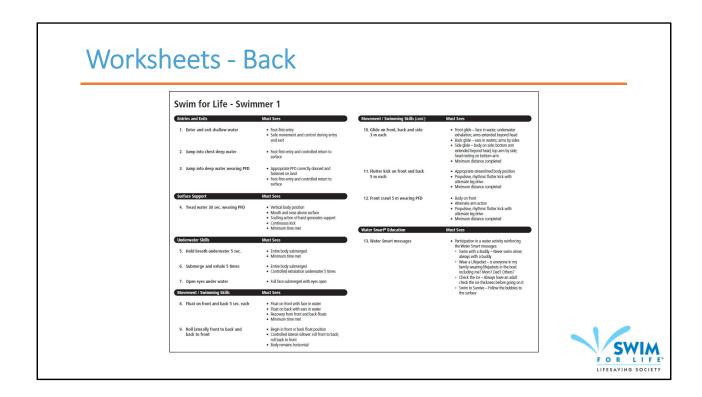
guide

- check an item off as a "pass" when a candidate demonstrates the Must Sees successfully - ideally more than once

- *evaluate <u>all test items</u>* in the *Swim for Life Award Guide*.

For example - in Preschool 1, there are a total of 8 test items, the candidate must complete all the Must Sees for each of the 8 test items to pass the level.
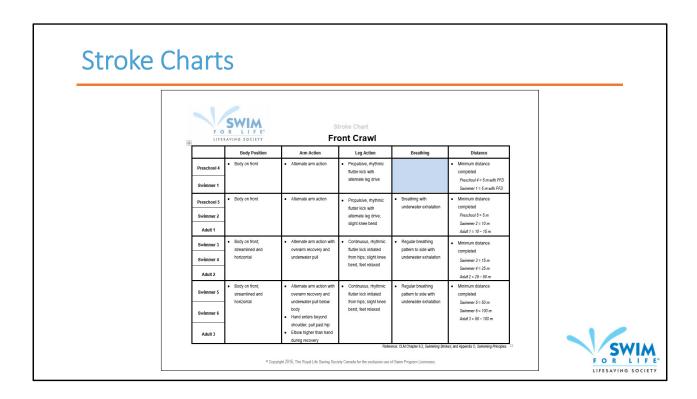
Worksheets - Front

NOTES:

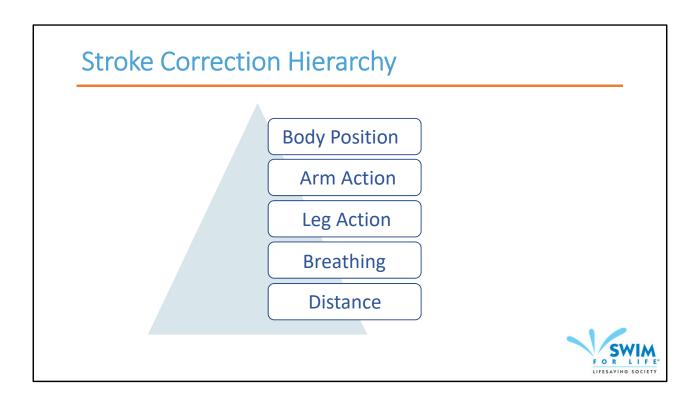Worksheets are a great way to keep track of your candidates progress.

- The level is indicated at the top left corner.

- All items for the level are listed across the top.

- Space for candidate names are next to the numbers.

- Small square boxes are helpful in keeping track of attendance.

Worksheets - Back

NOTES:

Here you will find the "Must Sees" required for successful completion of each item.

Stroke Charts

NOTES:
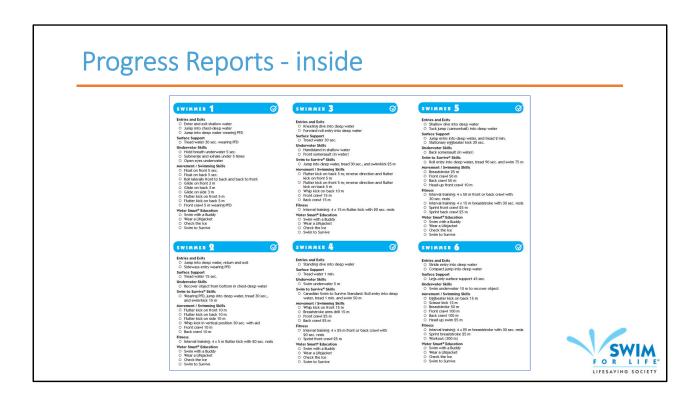
- Stroke charts help you find all the "Must Sees" for each stroke.

- Must Sees are easily traceable across the modules and levels.

Stroke Correction Hierarchy

- Body Position
- Arm Action
- Leg Action
- Breathing
- Distance

NOTES:

- Hand out a sample stroke chart.

- When teaching strokes, it's important to look at the stroke correction hierarchy to help guide corrective feedback.

- How is the **body position**? Is the body streamlined and horizontal? Does it need to be?

- If the body position is correct, move onto **arm action**. Are the arms moving in an alternate motion? Is the arm recovering above the water?

- Once the arm action is correct, move onto **leg action** and so on.

- When teaching strokes, remember that the "**Must Sees**" indicate how the stroke should be performed by the end of the session.

Progress Reports

NOTES:

- Write feedback to candidates using a progress report.

- Progress reports are sized to fit on a regular 8 x 11 sheet of paper and designed to fold into thirds.

- There is one progress report for each module in the Swim for Life program (e.g., Preschool, Swimmer).

Progress Reports - inside

NOTES:

- The inside of the progress report lists all items for every Swimmer level with a space to check off items that have been achieved.

Leadership Competencies

NOTES:

- As a Water Safety Instructor, the Lifesaving Society recognizes that you have attained many of the competencies required of a Swim for Life Instructor.

- This Swim Transition Instructor clinic focuses on those that are relevant as you transition into a Swim for Life Instructor.

- Discuss the 5 areas of competency that are the focus of this update clinic:

  - ✓ Lifesaving Society Knowledge

  - ✓ Facilitating & Mentoring

  - ✓ Evaluation

  - ✓ Curriculum Knowledge

  - ✓ Heath & Safety

Leadership Competencies

1. Lifesaving Society knowledge
2. Curriculum knowledge
3. Ethics and valuing diversity
4. Learner characteristics
5. Health and safety
6. Planning
7. Communicating

NOTES:

- Lifesaving Society knowledge: The Society expects its instructors to support and help achieve the mission, vision and values of the Society.

- Curriculum knowledge: The Society expects its instructors to deliver Lifesaving Society programs accurately and thoroughly.

- Ethics and valuing diversity: The Society expects its instructors to demonstrate ethical, responsible, and professional behaviour while representing the Society; and to promote inclusion of all participants.

- Learner characteristics: The Society expects its instructors to create learner-centred environments suitable to the developmental needs, abilities and interests of all candidates.

- Health and safety: The Society expects its instructors to contribute to a safe workplace and learning environment.

- Planning: The Society expects its instructors to plan, organize and supervise a group

in a way that promotes learning.

- Communicating: The Society expects its instructors to communicate clearly and thoughtfully in various contexts related to teaching in a way that is understood.

Leadership Competencies

8. Teamwork and collaborating
9. Problem-solving and decision-making
10. Presentation skills
11. Facilitating and mentoring
12. Evaluating
13. Skill demonstrations

NOTES:

- Teamwork and collaborating: The Society expects its instructors to work collaboratively within formal and informal groups to achieve goals.

- Problem-solving and decision-making: The Society expects its instructors to think through problems and make rational, informed decisions.

- Presentation skills: The Society expects its instructors to present information accurately and in a way that enhances learning.

- Facilitating and mentoring: The Society expects its instructors to develop and deliver teaching and learning situations in relation to the subject and content in order to develop the necessary competencies in the programs of study. Instructors must be able to adapt teaching styles to the needs and characteristics of participants.

- Evaluating: The Society expects its instructors to evaluate participants' progress in learning content and mastering related competencies.

- Skill demonstrations: The Society expects its instructors to show technical knowledge

of skills through practical demonstration.

ACTIVITY:

"Match Game": In groups, have candidates use the "Match Game" cards (see Appendix) to match the instructor competency descriptions to each of the 13 competencies.

Health & Safety

NOTES:

- Safety is your top priority as a Swim for Life Instructor

- For example, you promote a safe learning environment and model safe behaviour when:

    ✓ Using proper formations

    ✓ Using equipment safely and appropriately

    ✓ Following pool rules

    ✓ Keeping your eyes on your class (never turn your back)

- Instructor competencies are woven into the curriculum of every Lifesaving Society leadership course and within the *Swim for Life Award Guide*.

ACTIVITY:

Find the Health & Safety tips – Can you find two in each Swimmer level?

Swimmer 1

Page 37
- ✓ Select safe water depth based on swimmer's height
- ✓ Water is chest deep for participant
- ✓ Adapt item if water environment requires (e.g., waterpark, beach)
- ✓ Water level should be just over swimmers' heads

Swimmer 2

Page 42
- ✓ Water level is over swimmers' heads.
- ✓ Adapt item if water environment requires (e.g., waterpark, beach)

Page 43
- ✓ Select depth appropriate for swimmers' height

Swimmer 3

Page 46
- ✓ When teaching and practicing skills with head-first entries from the deck/dock, diving boards or platforms ensure that candidates have a sufficient depth of water for a safe entry
- ✓ Adapt item if water environment requires (e.g., waterpark, beach)

Page 47
- ✓ Skill should be performed in chest-deep water

Swimmer 4

Page 50
- ✓ When teaching and practicing skills with head-first entries from the deck/dock, diving boards or platforms ensure that candidates have a sufficient depth of water for a safe entry.
- ✓ Adapt item if water environment requires (e.g., waterpark, beach)

Page 51
- ✓ When teaching and practicing skills with head-first entries from the deck/dock, diving boards or platforms ensure that candidates have a sufficient depth of water for a safe entry
- ✓ Adapt item if water environment requires (e.g., waterpark, beach)

Swimmer 5

Page 54
✓ When teaching and practicing skills with head-first entries from the deck/dock, diving boards or platforms ensure that candidates have a sufficient depth of water for a safe entry
✓ Adapt item if water environment requires (e.g., waterpark, beach)

Page 55
✓ Attempt first in chest-deep water, then deep water
✓ When teaching and practicing skills with head-first entries from the deck/dock, diving boards or platforms ensure that candidates have a sufficient depth of water for a safe entry

Swimmer 6

Page 59
✓ Adapt item if water environment requires (e.g., waterpark, beach)
✓ If the item is performed from a height, select safe water depth appropriate for height of jump and swimmers' abilities

Page 60
✓ As a safety precaution, encourage swimmers to extend arm above the head on ascent

Congratulations!

You have completed the

Swim Transition Instructor Clinic!!!

NOTES:

A Swim for Life Instructor certification will be issued.

Before you go…

NOTES:

- Swim for Life Instructor certification is current for 24 months.

- Explain how Instructors will receive their certification (electronic, mailed, etc.)

- How to contact the Lifesaving Society Branch office.

- Questions and thank you.